The Writing Process: Writing Rubric

**Scoring Rubric**

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| [Score 0](http://www.mde.k12.ms.us/acad/osa/infoscore.htm#0) | [Score 1](http://www.mde.k12.ms.us/acad/osa/infoscore.htm#1) | [Score 2](http://www.mde.k12.ms.us/acad/osa/infoscore.htm#2) | [Score 3](http://www.mde.k12.ms.us/acad/osa/infoscore.htm#3) | [Score 4](http://www.mde.k12.ms.us/acad/osa/infoscore.htm#4) |

**Score 4 (90%-100% A)**

The student response

* addresses the specific writing prompt.
* has minimally three clearly delineated paragraphs, with a clear, beginning, middle, and end.
* directs itself to the sense of audience and purpose.
* contains a clearly stated thesis.
* has a focus that remains apparent.
* is complete with an obvious logic and strategy.
* uses paragraphing and purposeful transitions to enhance its development.
* has a main idea developed thoroughly by relevant supporting details, which are well elaborated and sufficient in number.
* includes the use of precise and vivid language appropriate to the task.
* presents ideas that flow smoothly and logically with clarity and coherence.
* exhibits consistent and appropriate use of first or third person.
* exhibits correct and effective use of the major elements of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
* may exhibit a few errors in the correct use of advanced mechanics (i.e., underlining, quotation marks, commas, semi-colons, apostrophes, capitalization, and spelling), none of which detract from the overall delivery.

**Score 3 (80%-89% B)**

The student response

* addresses the specific writing prompt.
* has minimally three clearly delineated paragraphs, with a clear, beginning, middle, and end.
* directs itself to the sense of audience and purpose.
* contains a thesis.
* has a focus that remains apparent.
* exhibits logical order and appropriate sequencing of steps or ideas with adequate transition.
* contains relevant supporting details, but these are not consistently well elaborated.
* exhibits consistent and appropriate use of first or third person.
* contains language that is appropriate; but sentence variation is limited, and word choice may be repetitive rather than varied.
* may exhibit occasional errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences).
* may also exhibit some errors in the correct use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling).
* may exhibit errors that do not impede communication but do detract somewhat from the delivery.

**Score 2 (70%-79% C)**

The student response

* has a clear sense of beginning, middle, and end, although it may not exhibit clearly delineated paragraphing.
* addresses the specific writing prompt but has little regard for audience.
* addresses the subject matter but offers support with minimal explanation.
* displays some evidence of an organizational plan or strategy but may not establish a logical progression.
* exhibits the use of first or third person with only a few lapses.
* demonstrates some knowledge of language conventions; however, there are problems in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and problems in the use of mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling).
* exhibits problems that detract from effective communication.

**Score 1 (60%-69% D)**

The student response

* may or may not exhibit clearly delineated paragraphing but shows evidence that the writer has attempted to respond to the prompt.
* may present only an implied main idea and does not focus on the topic (i.e., rambling, contradictory, or repetitive).
* presents limited or no support.
* lacks organization.
* exhibits no particular point of view or a mixture of points of view.
* contains repeated errors in the use of grammar/usage (i.e., subject-verb agreement, verb tense, pronoun case and reference, and complete and varied sentences) and mechanics (i.e., underlining, quotation marks, commas, semicolons, apostrophes, capitalization, and spelling) that may prevent the reader from understanding the writer’s message.

**Score 0 (0%-59%-F)**

The student response

* is not written in the correct mode.
* is not written on the topic.
* is written in a foreign language.
* is written illegibly.
* is a copy of the prompt.
* is a refusal to respond.
* is a blank page.
* is incomprehensible.
* is an insufficient amount of writing to score.